

Access Reading

Study Skills Session, Supporting Documents

Thursday 4th April 2024

Name:

PhD tutor:

Becca

Subject Strand:

Education and Psychology related courses

Music Quiz:

Team members:

Team name:

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

1 point for artist and 1 point for song title

Total score /20

Critical thinking:

Critical thinking can be defined as the process of working out **what** you think and **why** you think this.

Critical thinking is essential to all subject disciplines at university study. It is very common for new university students to receive feedback that they need to think thus write more critically to develop their essays and ultimately receive higher grades.

At university critical thinking also involves:

- Identifying **what you want to know**, and **why**.
- Sourcing **relevant and reliable** information.
- Grounding your thinking in this **evidence**.
- Addressing **contradictions** in wider academic thinking.

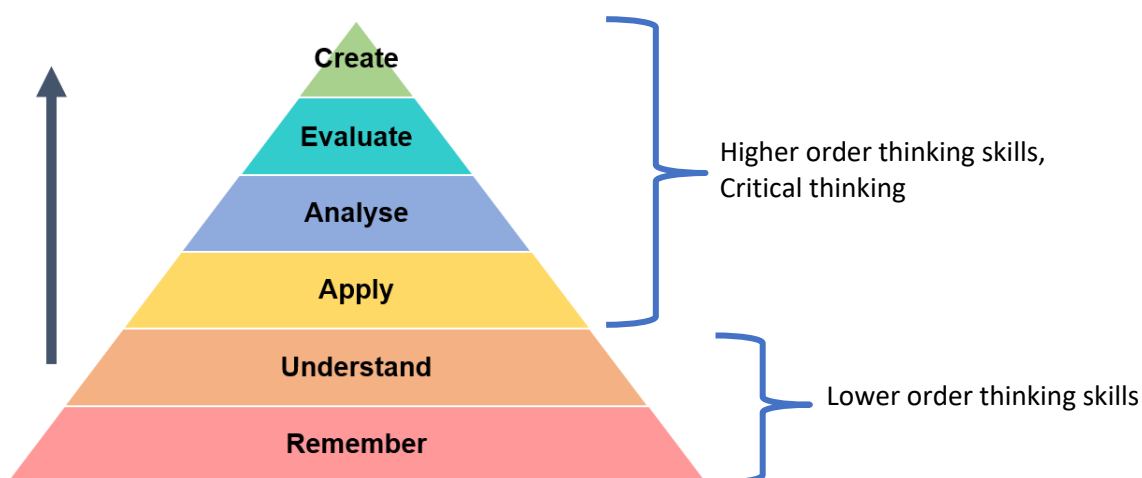
Critical thinking is an important study skill that you will develop at university, practising this skill before enrolling at university to help you make a smoother transition academically.

Bloom's Taxonomy:

To help establish how critical we are being we can utilise Bloom's Taxonomy. Through Bloom's Taxonomy we can see the stages of learning as a hierarchy of critical analysis.

"Remember" requires the least amount of critical thinking and "Create" requires the most. The higher your university work sits on the pyramid the more critical you are being. This means when you analyse and evaluate academic literature you are seen to be more critical than those which simply describe theories and claims without questioning their validity.

To achieve a higher level on the pyramid you still need to undertake everything beneath it but be sure not to get trapped there!

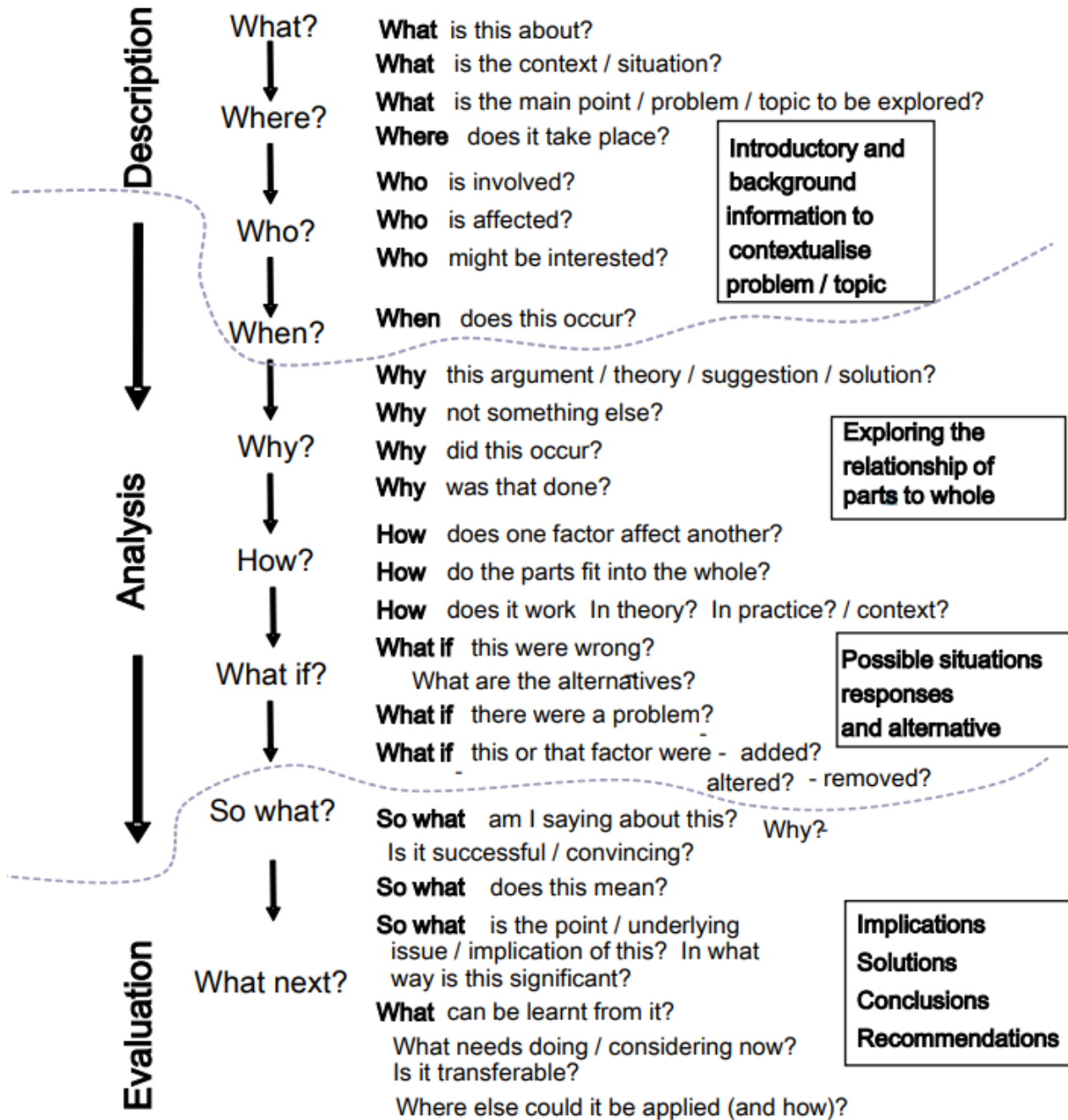


Stages	Description	Examples of words associated with this level
Create	Produce new or original work.	Design, construct, develop, formulate, investigate
Evaluate	Justify a stand or decision.	Argue, defend, support, critique, weigh
Analyse	Draw connections among ideas.	Relate, compare, contrast, examine, question
Apply	Use information in new situations.	Execute, implement, solve, use, demonstrate
Understand	Explain ideas of concepts.	Describe, discuss, classify, recognise, paraphrase
Remember	Recall facts and basic concepts.	Define, state, memorise, repeat, quoting

In pairs, discuss and decide whether the following actions show higher or lower-order thinking and where each of them fits into Bloom's hierarchy of criticality.

Action	Higher or lower-order thinking	Level of criticality
Explain a theory.		
Judge the quality of an interpretation of evidence.		
Test a theory using primary research you have collected.		
Quote a secondary source.		
Trace links between sources in a discourse.		
Determine whether enough evidence has been collected or presented in a piece of literature.		
Make recommendations.		
Interpret evidence in a way that is informed by a particular theory.		
Paraphrase a source.		
Acknowledge a key authority on the topic		

A model for critical thinking:



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My thoughts...

My previous knowledge and experience

What I've learnt from the paper

Areas I'm unsure on and would like to learn more about

Critical reading notes:

Remember you don't have to answer all the questions, use them in a way you find useful.

<p>What are the key arguments in the text?</p>	
<p>What were the strengths of the argument presented? What was convincing and why?</p>	
<p>What were the weaknesses of the argument? Are there any flaws, gaps or limitations to the argument?</p>	
<p>How can I use this source to answer the essay question? What can be learnt from this article?</p>	
<p>How does this text relate to other information I have read and/or my personal experience? Does it agree, contradict, or challenge my current knowledge?</p>	
<p>Does the author reference other's work which I would be interested/should look at myself?</p>	

Further resources:

More information about mental health and young people:

Mind is a UK charity providing information and support around mental health problems. They have lots of useful articles, videos and reports - <https://www.mind.org.uk/>

Information about mental health and young people - <https://www.mind.org.uk/about-us/our-strategy/doing-more-for-young-people/facts-and-figures-about-young-people-and-mental-health/>

Mental Health of Children and Young People Surveys Official statistics, Survey - <https://digital.nhs.uk/data-and-information/publications/statistical/mental-health-of-children-and-young-people-in-england/2020-wave-1-follow-up>

Young Minds offer support to schools and teachers, to help improve student wellbeing - <https://www.youngminds.org.uk/professional/schools/>

Useful resources to help you prepare for university:

Student Minds is a UK student mental health charity and has some useful resources to help you prepare for university, including the following guide - <https://www.studentminds.org.uk/knowbeforeyougo.html>

UCAS study skill guides - <https://www.ucas.com/money-and-student-life/student-life/study-skills-guides>

The Open University has study skill guides on lots of different topics - <https://help.open.ac.uk/browse/study-skills>

University of Reading study advice guides and videos - <https://libguides.reading.ac.uk/study-advice-guides/starting-uni>

The British Psychological Society news page - <https://www.bps.org.uk/bps-news>

Schools Week news site - <https://schoolsweek.co.uk/>

Speech and Language UK news and blogs - <https://speechandlanguage.org.uk/about-us/news-and-blogs/>

Universities UK podcast on what it's like to be the first in your family to go to university - <https://www.universitiesuk.ac.uk/latest/podcasts/podcast-first-my-family>

If you have any further questions please email: accessreading@reading.ac.uk